

Do You Hear What I Hear?

Pre-visit Activity

Suggested Grade Level: K-2

Skills Practiced

- Improving fine motor coordination
- Observing
- Listening

N.C. Science Curriculum Competency Goals

Kindergarten

- 1.02 Similarities and differences in animals
- 3.02 How objects sound

Grade 1

- 1.04 Identify local environments that support the needs of N.C. animals

Grade 2

- 4.0 Concepts of sound

Objective

Students will use a variety of materials to make different animal sounds.

Background

An excellent way to find animals is to listen for them. Animals use a variety of sounds—whistles, barks, snorts, rattles, clicks—to attract mates, defend territories, warn others of danger, scare away predators, and find food. They also make noise while they go about their daily lives—woodpeckers drill holes in trees in search of insects, bees buzz around flowers, squirrels rustle leaves as they scamper from tree to tree. You can hear different sounds depending on the time of day and the season. Early in the morning on spring days is a great time to listen to birds sing as they defend their territories and attract mates. Summer evenings are filled with the calls of crickets and frogs.

Exhibit Hall Connections

The animals referred to in this activity can be found on display in the habitat dioramas located throughout the Mountains to the Sea exhibit hall.

Materials

- 4 empty 35 mm film canisters with lids
- 1/2 cup uncooked white rice
- 4 1/4-inch wide rubber bands
- 4 cardboard shoe boxes without lids
- 4 plastic margarine tubs without lids
- 4 markers
- 4 2-liter plastic bottles
- band-aids (one for each student)
- 4 12-inch pieces of cotton string
- 4 16-oz plastic party cups
- 1 1/2-inch thick kitchen sponge
- 4 plastic dishpans (or classroom sink)
- water
- 4 spatulas
- Animal Sounds activity sheet
- crayons
- scissors

Teacher Preparation

1. The materials listed above will be used to make the following animal sounds: southern cricket frog, timber rattlesnake, green frog, pileated woodpecker, white-tailed deer, wild turkey, and beaver.
2. Refer to the table on page 13 and put together four of each type of animal sound instrument. *Note: Since the amount of time needed to make the different instruments varies, it is recommended that you, not your students, put the instruments together.*
3. Set up seven animal sound stations around your classroom. Each station should be supplied with four identical animal sound instruments, a picture of the animal responsible for making the sound, and written instructions on how to make the sound using the instrument.
4. Make enough copies of the Animal Sounds activity sheet for every student in your class.

Activity

1. Hold a class discussion during which you and your students brainstorm what sounds animals make (barks, whistles, croaks, rattles); when they make their sounds (in the morning, at night, all the time); and why animals make sounds (territory, courtship, warning, finding food).
2. Hand out Animal Sounds activity sheets and discuss the sound each animal makes. Your students may color the pictures.
3. Send four students to each station and give them time to practice with the animal sound instruments. Make sure they understand the instructions on how to make each animal's sound. *Note: Remind your students to wrap fresh band-aids around the mouths of the bottles before making the white-tailed deer snort. They should also remove and discard the used band-aids before leaving the white-tailed deer station.*
4. Have the students rotate through all seven stations.
5. After each student has had the opportunity to make all the animal sounds, play a listening game during which the students close their eyes while you select an instrument and make a sound. Have your students tell you where the sound came from and what "animal" made it.